

Exploring Teachers' Perceptions about Continuous Professional Development and its Impact on Shaping Teaching Competencies

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<p>Keywords: Teachers' Perceptions, Continuous Professional Development, Shaping, Teaching Competencies</p>	<p style="text-align: center;">ABSTRACT</p> <p><i>Continuous professional development (CPD) is a key component in enhancing teachers' competencies and knowledge. The study explores teachers' perspectives on continuous professional development (CPD) and its impact on teaching competencies in Pakistan's secondary school system. It emphasizes the importance of effective CPD initiatives to improve teaching competencies and address practical issues faced by teachers, emphasizing the need for continuous professional development to enhance teaching effectiveness. A descriptive survey research design was used to gather data from 419 secondary school teachers using questionnaires. The results show that continuous professional development positively impacts teaching competencies such as lesson planning, instructional practices, classroom management, assessment, and student progress evaluation. This indicates that continuous professional development is beneficial for teachers. It reveals that teachers strongly believe that continuous professional development programs enhance their teaching competencies. It emphasizes the importance of understanding teacher views to customize CPD programs to individual needs.</i></p>
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1 Introduction

The importance of continuous professional development cannot be overemphasized in relation to the personal and professional advancement of educators. The process of professional development is continuous and serves to strengthen educators' knowledge and abilities, enabling them to reflect upon their attitudes and methods towards the teaching of children (Ucan, 2016). Continuous Professional Development (CPD) is centered on the cultivation of individual competence with the aim of enhancing professional practice and enabling transformative shifts in the field of education, ultimately leading to an enhancement in the overall quality of both learning and teaching (Wan et al., 2020). Continuous professional development (CPD) necessitates that teachers consistently enhance their knowledge and skills over the course of their professional development. There is a consensus among a significant number of stakeholders, including teachers, students, administrators, and policymakers, about the need for professional development for practicing teachers. This is seen as crucial for their professional development and ultimately contributes to the enhancement of their students' learning outcomes (Cirocki & Farrell, 2019).

Similarly, the continuous professional development program for teachers is widely recognized as having a significant impact on the enhancement of teacher competencies. Steyn (2009) concluded that professional development programs that are effective assist teachers in acquiring up-to-date information in various disciplines and equip them with relevant strategies to improve student learning outcomes. Extensive training is necessary for teachers to attain competence in the profession, and those who fail to recognize or engage in continuous professional development (CPD) frequently have challenges honing their instructional abilities (DeMonte, 2013).

Furthermore, continuous Professional Development (CPD) encompasses the ongoing process of acquiring and improving professional knowledge and skills, with the aim of strengthening one's competence over the course of their career. The program encompasses a range of educational events, such as workshops, webinars, sharing sessions, peer lessons, and training (Sancar, Atal, & Deryakulu, 2021). Numerous teachers encounter challenges when engaging in continuous professional development (CPD) initiatives, although they acknowledge substantial advantages in relation to professional introspection, self-assurance, pedagogical expression, classroom administration, and scholarly dialogue (Powell, Furey, Scott-Evans, & Terrell, 2003). Continuous professional development (CPD) programs have been found to be beneficial for teachers in terms of enhancing their professional competence, improving their classroom management skills, and elevating their professional discourse (Sey, 2023). Moreover, the competencies of teachers are inherently intertwined with personal judgments and deeply connected to their intent, motivation, and attitudes, hence giving rise to questions regarding these competencies.

Similarly, Ülger, Yiğittir, and Ercan (2014) conducted a study that examined the acquisition of teacher competencies through training and their subsequent growth through school implementations. The underlying framework is derived from Bandura's Social Learning Theory. Research endeavors primarily concentrate on the assessment of teachers' personal and general self-competence, which are categorized based on various levels of implementation. Personal competence encompasses several aspects such as self-awareness, adaptability, and motivation, whereas social competence encompasses affective competences such as empathy and social skills. The acquisition of these qualities is essential for achieving success in interpersonal relationships.

Furthermore, teacher success requires knowledge of pedagogy, classroom management, assessment, and adaptation. Continuous professional development (CPD) programs can enhance teaching skills, but understanding teachers' perceptions can help identify areas for improvement. Continuous professional development (CPD) programs that seem disconnected from teachers' daily struggles are less likely to succeed. This study can help plan and administer more targeted and successful continuous professional development (CPD) programs by identifying needs and gaps. Teaching evolves and requires constant change due to technological advances, innovative methods, and different student groups. Teacher perspectives on continuous professional development (CPD) can help improve these programs, keeping them relevant and effective.

Therefore, this study intends to investigate the perceptions and experiences of continuous professional development (CPD) among secondary school teachers in Multan. This research investigates the perceptions of teachers regarding continuous professional development (CPD) and impact on their competencies. However, there is a lack of empirical studies on teachers' perspectives on the efficacy of continuous professional development (CPD) programs in enhancing their pedagogical abilities and knowledge.

1.1 Statement of Problem

Continuous professional development (CPD) is crucial for teachers in Pakistan, as it enhances teaching competencies, promotes effective classroom teaching, and improves secondary education standards. This research aims to examine the current state of continuous professional development (CPD) initiatives and gain insights into the perceptions of secondary-level teachers in Pakistan on the influence of these programs on their teaching competencies. Insufficient understanding of teachers' perspectives on continuous professional development (CPD) could hinder the progress and enhancement of these programs, potentially leading to a misalignment between professional development efforts and teachers' genuine needs and experiences.

1.2 Objectives of Study

Following were the primary objectives of this study.

1. To assess teachers' perceptions of the effectiveness of continuous professional development (CPD) programs in enhancing their teaching competencies and to examine potential variations in these perceptions based on different teaching competencies.
2. To investigate how teachers perceive the influence of continuous professional development (CPD) on their lesson planning, instructional practices, classroom management, and assessment and evaluation strategies.
3. To analyze teachers' perceptions of the impact of continuous professional development (CPD) activities on their teaching competencies, considering factors such as gender, school location, professional qualifications, and teaching experience.

1.3 Significance of Study

The research investigating the perceptions of teachers regarding continuous professional development (CPD) in relation to secondary teaching competences in Pakistan holds considerable significance for many stakeholders within the context of education. This study underscores the crucial aspects that emphasize its relevance.

Understanding teachers' perspectives on continuous professional development (CPD) can enhance professional development programs, ultimately enhancing teaching quality in secondary education. Furthermore, the current investigation may present empirical facts and insights to help educational institutions, organizations, and authorities make evidence-based continuous

professional development (CPD) decisions. In addition to this, knowing teachers' perceptions may help allocate resources to provide well-funded continuous professional development (CPD) programs and target investments where they will be most effective. Moreover, by showing teachers that their thoughts and experiences matter, the study may build a sense of community. This may increase continuous professional development (CPD) participation and commitment to continuous improvement.

2 Review of Literature

Continuous professional development (CPD) plays a pivotal role in equipping teachers with the necessary skills and knowledge to effectively navigate the ever-evolving and dynamic educational landscape. By engaging in CPD activities, teachers are able to enhance the overall quality of both learning and teaching experiences. Given that innovation is the fundamental driver of ongoing transformation, it is imperative for educators to engage in continuous learning and seek out help and direction to effectively facilitate this process. The significance of continuing professional development (CPD) should not be underestimated, as it helps teachers effectively navigate the continuous process of transformation and improve the standard of learning and instruction (Ucan, 2016).

Similarly, continuous Professional Development (CPD) caters to the personal requirements of individual educators as well as the institutional demands of the educational institution. CPD programs encompass both content-driven and skills-based approaches. Continuous Professional Development (CPD) is considered crucial in facilitating teachers' acquisition and enhancement of knowledge and skills necessary for effectively addressing educational changes (Butt, Aziz, & Nadeem, 2021). Continuous Professional Development (CPD) activities are offered to teachers with the aim of augmenting their knowledge and abilities in certain domains through the provision of support and training.

However, the Directorate of Staff Development (DSD), now QAED Quaid-e-Azam Academy for Educational Development Punjab, Pakistan, has been providing teacher training services for five decades. Its main goal is to cultivate knowledgeable, committed, and motivated faculty and staff in teaching and non-teaching roles. The organization provides guidance on compensation, training, and certification for teachers within the Punjab Public Policy framework and organizes professional development initiatives for public school teachers in the region. It administers pre-service and in-service training programs for teachers and educational administrators (DSD, 2007b).

Moreover, the Department of Secondary Education in Punjab is implementing professional development programs for teachers to enhance the effectiveness of education and achieve the Program for Enhancing Student Results in Secondary Education (PESRSP) goals. These programs include in-service training, follow-up, mentoring, accountability, monitoring, rewards, and career advancement opportunities. The primary objective is to improve the educational process by emphasizing topic knowledge, pedagogical skills, positive attitudes, and instructors' ability to create a conducive learning environment. Continuous professional development has proven to enhance teacher performance and teaching competencies.

Furthermore, the Quaid-e-Azam Academy for Educational Development (QAED) Punjab training program has significantly improved the professional development of school teachers, resulting in improvements in pedagogy, classroom management, communication, innovative curriculum design, and modern teaching approaches. This research underscores the program's role in enhancing the professional development of teachers, allowing policymakers to make informed

decisions to increase teacher training strategies and ultimately improve the quality of education in the region (Abbas, Jabeen, & Tariq, 2021).

This study provides teachers with a complete viewpoint about the potential advantages associated with engaging in the Quaid-e-Azam Academy for Educational Development (QAED) training program (Abbas, Tariq, & Arif, 2023). Furthermore, the educational process inherently possesses a dialectical aspect, hence necessitating teachers to possess a comprehensive range of diverse competences (Nikola, 2021). Competencies are essential knowledge, abilities, and experiences for future endeavors (Apriliyanti, 2018). Teacher competencies defines as a comprehensive set of knowledge, abilities, and behaviors required for teachers to effectively fulfill their professional responsibilities. According to Suciu and Mata (2011), teachers in the digital era should possess four key competencies: educational competence, personal competence, social competence, and professional competence. These competencies are essential for teachers to effectively execute and fulfill their responsibilities in the current digital era.

According to Apriliyanti (2018) and Apriliyanti (2020) both emphasize the importance of pedagogical competence in designing, administering, and assessing educational activities. They emphasize the need for professional development within a social framework, which includes changes in beliefs, teaching methodologies, and instructional materials. Educational training is crucial for enhancing the teaching behaviors of trainees and achieving substantial educational transformation, which requires the implementation of training programs (Al Asmari, 2016).

Similarly, the professional competencies of teachers are determined by the content offered by schools, with some focusing on knowledge and others on skills and performance. Competence is a combination of knowledge, skills, and behavior used to improve performance or to possess the necessary qualifications and capabilities to perform a specific task (Mandal, 2018). The skill-based paradigm for continuous professional development among teachers is a widely recognized approach that emphasizes standardization of the instructional process, especially in knowledge acquisition. This approach can be delivered on-site or off-site, with off-site training being preferred. However, this paradigm neglects the needs of teachers and prioritizes the active involvement of experts, reducing the teacher's role to a passive one (Saleem, Gul, & Dogar, 2021).

The study by Zdanevych, Kruty, Tsehelnik, Pisotska, and Kazakova (2020) examined the historical development of school education training in the UK, Germany, and Ukraine. It reveals significant disparities in educational programs, with Germany offering both undergraduate and postgraduate programs while the UK emphasizes professionalism, standards, values, knowledge, and skills. The study emphasizes the need for innovative pedagogical approaches and the development of autonomous and analytical thinking abilities among teachers.

Moreover, the main focus is on pedagogical competence, a crucial professional attribute for teachers to effectively fulfill their responsibilities in line with current norms, state standards, and needs (Kravets, 2018). The scientific literature identifies several competences of school teachers, including "project competence", "linguistic and communicative competence" (Dzhendzhero & Diatlova, 2018), cognitive ability, knowledge competence, lifelong learning, communication skills, moral and cultural competency, creative expertise, organizational and administrative competence, behavioral competence, and mathematical competence (Kravets, 2018).

According to the findings made by researchers, the views held by teachers had a significant impact on their interactions with students within the educational setting (Baier et al., 2019).

Additionally, it was observed that these ideas were subject to influence from teacher training programs (Yamtinah et al., 2022). How teachers' views affect their competence, considering their knowledge, practices, and beliefs? It argues that these skills are not inherent but result from professional growth processes starting with education and persisting throughout a career. Assessing teaching competency is crucial for evaluating the effectiveness of teacher training programs (Song & Zhou, 2021).

Additionally, the findings of Onnismaa, Tahkokallio, and Kalliala (2015), it is argued that instructors who possess the necessary qualifications acquire the requisite skills and knowledge essential for their professional careers throughout their educational journey. Badia, Liesa, Becerril, and Mayoral (2020) assert that teacher training equips teachers with the necessary competencies to effectively adapt to the demands of their profession within the school setting. Teacher competency encompasses fundamental abilities like curriculum design, classroom management, and effective assessment methods. Perceived teaching competence is used when direct measurement is not possible, allowing teachers to evaluate their performance. However, studies have found discrepancies between self-reported and actual competence (Mandal, 2018; Williams & Mercer, 2016). However, it is argued that teachers' perceived competence in the design and delivery of effective lessons can serve as a reliable indicator of their real teaching ability (Kim, 2019).

Therefore, continuous professional development (CPD) program aims to enhance teachers' abilities and competencies, aiming to develop them into proficient teachers. Previous research on the impact of QAED Punjab training on teacher professional development is needed for a comprehensive understanding of its effects (Abbas et al., 2023).

3 Research Methodology

In the context of quantitative survey research designs, researchers utilize surveys to collect data from either a sample or the entire population in order to describe their perspectives, beliefs, or actions (Creswell, 2011). The current study used a descriptive survey research design to investigate teachers' perceptions of continuous professional development and its impact on teaching competencies. It was conducted in the Multan district of Punjab, focusing on secondary school teachers in public sector schools. The research used quantitative survey designs, which collected numerical data using questionnaires and analyzed it using statistical methods. The study was limited to Multan City, Multan Saddar, Shujja Abad, and Jalalpur, which are four tehsils in the Multan District.

It is pertinent to mention here that Multan City's tehsil has 511 secondary school teachers, while Multan Saddar's tehsil has 245 secondary school teachers, Jalalpur's tehsil has 76 secondary school teachers, and Shujabad's tehsil has 157 secondary school teachers. All 959 teachers served as the population for this study. A stratified random sampling was used in the current investigation. Further, 419 secondary school teachers from a total of 959 secondary school teachers, were taken according to Krejcie and Morgan (1970) table for determining the sample size. 172 male secondary school teachers and 247 female secondary school teachers were chosen. To eliminate bias, all public secondary school teachers in Multan District were given an equal opportunity to participate in the research. Choosing a sample from the population to study rather than the whole population helps keep costs down. Due to time constraints and limited funding, it was not possible to collect data from a sample of secondary school teachers and analyze and interpret vast volumes of data.

The present study utilized a questionnaire as a research instrument to collect data from secondary school teachers. The objective was to identify the teachers’ perceptions of continuous professional development and its impact on teaching competencies. Following an in-depth review of pertinent literature, the researchers themselves created the aforementioned questionnaire. It consisted of five distinct sections. The initial section of the survey was developed with the purpose of collecting demographic data from the participants. The subsequent section of the questionnaire consisted of six items that assessed lesson plans. In the third section of the survey, participants were questioned regarding the instructional practices that teachers adopt after attending continuous professional development (CPD) trainings. There are 12 items about instructional practices that can be identified and examined within the given context.

Moreover, the fourth section of the survey included a set of 16 items pertaining to classroom management. The fifth section of the tool consisted of nine items designed to collect the opinions of teachers on the assessment and evaluation of the students. These items were rated on a five-point scale, ranging from strongly disagree [1] to strongly agree [5]. The Cronbach Alpha reliability coefficient values for the three portions of the research questionnaire were determined to be 0.85, 0.83, 0.91, and 0.87, respectively. Therefore, it can be concluded that the questionnaire displays an acceptable degree of reliability for the purpose of data collection.

4 Data Collection and Data Analysis

After seeking informed consent from school head teachers, a questionnaire was administered to 419 school teachers, with a 100% response rate. The data was analyzed by calculating the values of mean and standard deviation from descriptive statistics, independent-sample t-test, Pearson correlation, and ANNOVA from inferential statistics. The sample included 247 female and 172 male teachers from public sector secondary schools in Multan district.

Table 1

Analysis of teachers' demographic data

<i>Variable</i>	<i>Category</i>	<i>Frequency</i>	<i>Percentage</i>
<i>Location</i>	Urban	155	37.0
	Rural	264	63.0
	Total	419	100.0
<i>Gender</i>	Male	172	41.1
	Female	247	58.9
	Total	419	100.0
<i>Teaching Experience</i>	0-10	188	44.9
	11-20	143	34.1
	20 or above	88	21.0
	Total	419	100.0
<i>Professional Qualification</i>	B.Ed	184	43.9
	M.Ed	235	56.1
	Total	419	100.0

Table 1 shows the location-wise, gender-wise, teaching experience-wise, academic qualification, and professional qualification of teachers’ wise distribution of the sample (Table 1). Regarding location, 155 (37%) teachers were teaching in urban schools, while 264 (63%) teachers were serving in rural areas. The gender sample consisted of 172 (41.1%) male teachers and 247 (58.9%) female teachers. Table 1 also reveals that 188 (44.9%) teachers reported having zero to ten years of teaching experience, 143 (34.1%) have between eleven and twenty years of

experience, and 88 (21.0%) have twenty years of experience or more. As regarding professional qualifications, 184 teachers (43.9 percent) had a B.Ed. and 235 (56.1 percent) had a master's degree in education.

Table 2

Teachers' perceptions regarding teaching Competencies

No of Items	Teaching Competencies	Mean	SD
6	Lesson Planning	4.00	0.62
12	Instructional practices	4.06	0.45
16	Classroom Management	4.15	0.43
9	Assessment and Evaluation	4.14	0.47

Table 2 shows that the mean values of all four teaching competencies after attending the CPD programs are greater than 4.00 or nearly 4.00. It shows that teachers strongly believe that continuous professional development programs foster their teaching competence. Lesson planning, instructional practices, classroom management, and student assessment and evaluation are on the part of teachers—all of these aspects of continuous professional development are effective for improving teaching competencies.

Table 3

Differences in teachers' perceptions based on gender

Variable	Category	N	Mean	SD	df	t-value	Sig. value
Lesson Planning	Male	172	23.95	4.53	417	-.293	.770
	Female	247	24.06	3.10			
Instructional practices	Male	172	48.50	7.10	417	-.537	.591
	Female	247	48.79	3.66			
Classroom Management	Male	172	66.63	8.80	417	.677	.499
	Female	247	66.17	5.30			
Assessment and Evaluation	Male	172	37.15	5.19	417	-.384	.701
	Female	247	37.31	3.36			

Table 3 reveals that female teachers have a higher mean value for the lesson planning of teachers regarding training. Compared to male teachers (24.06>23.95), the p value is.770, which is greater than 0.05. Furthermore, female teachers have a higher mean value for instructional practices compared to male teachers (48.79>48.50), and the p value is.591, which is greater than 0.05. Similarly, male teachers have a higher mean value for classroom management compared to female teachers (66.63>66.17), and the p value is.499, which is greater than 0.05. Furthermore, female teachers have a higher mean value for assessment and evaluation compared to male teachers (37.31 > 37.15), and the p value is.701, which is greater than 0.05. It was concluded that there is no significant difference in perceptions of school teachers' lesson planning, instructional practices, classroom management, and assessment and evaluation based on gender.

Table 4

Differences in teachers' perceptions based on school location

Variable	Category	N	Mean	SD	df	t-value	Sig. value
Lesson Planning	Urban	155	22.83	4.27	417	-5.111	.000
	Rural	264	24.71	3.21			

Instructional practices	Urban	155	47.77	4.59	417	-2.643	.009
	Rural	264	49.19	5.68			
Classroom Management	Urban	155	63.52	5.58	417	-6.729	.000
	Rural	264	68.02	7.14			
Assessment and Evaluation	Urban	155	36.35	2.96	417	-3.364	.001
	Rural	264	37.77	4.71			

Table 4 reveals that rural teachers have a higher mean value for the lesson planning of teachers regarding training compared to urban teachers (24.71>22.83); the p value is.000, which is less than 0.05. Furthermore, rural teachers have a higher mean value for instructional practices compared to urban teachers (49.19 > 47.77), and the p value is.009, which is less than 0.05. Similarly, rural teachers have a higher mean value for classroom management compared to urban teachers (68.02 > 63.52), and the p value is.000, which is less than 0.05. Furthermore, rural teachers have a higher mean value for assessment and evaluation compared to urban teachers (37.77 > 36.35), and the p value is.001, which is less than 0.05. It was concluded that there is a significant difference in perceptions of school teachers' lesson planning, instructional practices, classroom management, and student assessment and evaluation based on location.

Table 5

Differences in teachers' perceptions based on professional qualification

<i>Variable</i>	<i>Category</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>df</i>	<i>t-value</i>	<i>Sig. value</i>
Lesson Planning	B.Ed	184	23.36	4.52	417	-3.192	.002
	M.Ed	235	24.52	2.92			
Instructional practices	B.Ed	184	48.75	6.08	417	.277	.782
	M.Ed	235	48.60	4.70			
Classroom Management	B.Ed	184	65.49	7.20	417	-2.261	.024
	M.Ed	235	67.03	6.69			
Assessment and Evaluation	B.Ed	184	37.19	4.84	417	-.239	.811
	M.Ed	235	37.30	3.64			

Table 5 reveals that M.Ed teachers have a higher mean value for the lesson planning of teachers regarding training compared to B.Ed teachers (24.52>22.36); the p value is.002, which is less than 0.05. Similarly, M.Ed teachers have a higher mean value for classroom management compared to B.Ed teachers (67.03>65.49), and the p value is.024, which is less than 0.05. It was concluded that there is a significant difference in perceptions of school teachers' lesson planning and classroom management based on professional qualifications. Furthermore, B.Ed teachers have a higher mean value for the instructional practices compared to M.Ed teachers (48.75> 48.60), and the p value is.782, which is greater than 0.05. Furthermore, M.Ed teachers have a higher mean value for the student assessment and evaluation compared to B.Ed teachers (37.30 > 37.19), and the p value is.811, which is greater than 0.05. It was concluded that there is no significant difference in perceptions of school teachers' lesson planning, instructional practices, classroom management, and student assessment and evaluation based on professional qualification.

Table 6

One-way ANOVA for differences in teachers' perceptions based on their teaching experience

<i>Variable</i>		<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Lesson Planning	Between groups	744.570	2	372.285	30.211	.000
	Within Groups	5126.371	416	12.323		

	Total	5870.940	418			
Instructional practices	Between groups	677.711	2	338.855	12.518	.000
	Within Groups	11261.177	416	27.070		
	Total	11938.888	418			
Classroom Management	Between groups	870.413	2	435.206	9.369	.000
	Within Groups	19323.888	416	46.452		
	Total	20194.301	418			
Assessment and Evaluation	Between groups	245.542	2	122.771	7.149	.001
	Within Groups	7144.138	416	17.173		
	Total	7389.680	418			

*P > .05 Level of Significance

Table 6 shows the secondary school teachers' perceptions about the role of continuous professional development programs based on their teaching experience. It was concluded that there is a highly significant difference in perceptions about school teachers' lesson planning, instructional practices, classroom management, and student assessment and evaluation based on teaching experience, with p values of .000, .000, .000, and .001, respectively.

Table 7

Correlation Matrix between Teachers competencies (N=419)

	Lesson Planning	Instructional practices	Classroom Management	Assessment and Evaluation
Lesson Planning	1	.422**	.516**	.465**
Instructional practices	.422**	1	.756**	.795**
Classroom Management	.516**	.756**	1	.758**
Assessment and Evaluation	.465**	.795**	.758**	1

** . Correlation is significant at the 0.01 level (2-tailed).

Inter-correlations were 0.422 (between training lesson planning and instructional practices), 0.516 (between training lesson planning and classroom management), and 0.465 (between training lesson planning and assessment and evaluation of training). Inter-correlations were 0.795 (between instructional practices and assessment and evaluation of training), and inter-correlations were 0.758 (between classroom management and assessment and evaluation of training). A high correlation coefficient (0.795) was observed between the assessment and evaluation and the instructional practices. Table 6 displays positive inter-correlations among all four factors. The observed correlations ranged from 0.422 to 0.795, suggesting a significant level of internal consistency among the various elements or components of the scale. The validity of the instrument was established through the observation that its fundamental aspects exhibited a strong and positive correlation with each other. Furthermore, the research tool successfully achieved the objectives stated in the study.

5 Conclusion and Discussion and Recommendations

The study indicates that teachers strongly believe that continuous professional development programs enhance their teaching competence. However, there is no significant difference in perceptions of lesson planning, instructional practices, classroom management, and assessment and evaluation based on gender or professional qualification, but a significant difference is found based on location and teaching experience. In the dynamic realm of education, teachers' perceptions of continuous professional development assume major importance due to the complicated relationship between classroom learning and the aptitude and competencies of teachers. There is a prevalent belief that enhancing the standard of education can be achieved by prioritizing the professional growth and development of teachers. Hence, this study examined teachers' perceptions of continuous professional development and teaching competencies. Hence, the study posits that it is imperative to mandate continuous professional development (CPD) training for all schoolteachers. Additionally, it proposes the implementation of training workshops within schools as a means to enhance the overall quality of teaching and learning. The study of Naila and Mirwan (2022) concluded that there was a positive and significant influence of continuous professional development on instructional practices of teachers.

School teachers' exhibit higher levels of satisfaction with professionally run Continuing Professional Development (CPD) programs that aim to advance their current knowledge and skills, according to a study by (Akhtar, 2022). However, they express dissatisfaction with the extent of interactions with trainers in relation to overall school progress. According to the research by Arain (2020), continuous professional development improved a variety of professional skills, such as class management and teaching strategies, as well as teachers' attitudes. Significant findings regarding perceived teaching competence scores came from the Nasim, Ali, Javed, and Bahoo (2022) study. The results indicated that teachers demonstrated competence in multiple domains, including lesson planning, presentational and instructional skills, closing skills, evaluation skills, and classroom management competencies. The development of competencies is subject to various influences, such as the location of the school and the specific grade level of the student. The study underscores the significance of CPD in improving education standards and calls for further research on developing optimal approaches and patterns in teacher professional development.

Longitudinal studies are recommended to analyze the long-term effects of continuous professional development (CPD) on teachers' competencies and student outcomes. The effectiveness of various CPD formats, such as workshops, e-learning, mentoring programs, and conferences, should be examined to determine which ones benefit specific teaching competencies. Additionally, the impact of teacher collaboration and communities of practice in CPD programs should be examined. The text recommends studying upcoming continuous professional development (CPD) trends like micro-learning, gamification, and individualized learning pathways to understand their impact on teaching competencies. It also suggests collaborating on worldwide research to compare CPD approaches, identify best practices, and examine local community involvement in teachers' professional development. Emerging pedagogical trends like project-based learning, inquiry-based learning, and competency-based education should also be explored. Finally, it suggests developing and evaluating CPD programs to enhance soft skills like critical thinking, problem-solving, and communication for modern teachers.

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